

**School District 148**  
**Induction/Mentor Program Year 2**  
**Assessing Student Work**

Goal:

- To provide the protégé with the opportunity to investigate student assessment.
- To provide the protégé the opportunity to plan lessons based on analysis of student assessment.

Purpose:

- To provide the protégé with the opportunity to examine their methods for assessing student work
- To provide the protégé with the opportunity to use assessment to drive instruction.
- To provide the protégé with the opportunity to investigate IPTS #8 (Assessment)

Procedure:

1. Mentor and protégé meet to discuss activity and plan timeline.
2. Mentor and protégé complete Samples using samples of student work found in the professional development library of the media center.
3. Protégé chooses three student assessments and completes Part 1
4. Mentor and protégé complete Part 2, using samples of student work from protégé classroom.
5. Protégé completes Part 3, using samples of student work from protégé classroom.
6. Mentor and protégé meet to discuss the protégé's findings and complete reflection on assessing student work

Timeline:	Meeting to discuss activity	30 minutes
	Mentor and protégé meet to complete <u>Samples</u>	30 minutes.
	Protégé completes <u>Part 1</u>	One week
	Mentor/Protégé complete <u>Part 2</u>	One week
	Protégé completes <u>Part 3</u>	One week
	Meeting to discuss findings, complete <u>Reflection</u>	30 minutes.

## Assessing Student Work – Samples To be completed by protégé and mentor

**Protégé:** \_\_\_\_\_

**Mentor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Visit the professional development library in your school and find the *PATHWISE FRAMEWORK INDUCTION PROGRAM* packet. In the packet is a Mentor and Beginning Teacher Forms book. Locate the samples of student work on pages 6.9 – 6.20. **Choose either the primary, upper elementary, or middle school students' work.** *In consultation with your mentor*, complete the following table based on the samples from pages 6.9 – 6.20.

	Student 1	Student 2	Student 3	Student 4
Student learning revealed in the response				
Student misconceptions revealed in the response				
Teacher reflection - other features of the response (striking features, insight, originally, etc.)				
What feedback might you provide to this student?				
What would be the next steps for this student?				

**Assessing Student Work – Part 1**  
**To be completed by protégé**

**Protégé:** \_\_\_\_\_ **Mentor:** \_\_\_\_\_

**Instructional goal** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Class/Grade** \_\_\_\_\_

**Content Standard** \_\_\_\_\_

**Describe expectations**

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Collect sample assessments from three students in your class. Use these samples to complete the table.

	Student 1	Student 2	Student 3
Student learning revealed in the response			
Student misconceptions revealed in the response			
Teacher reflection - other features of the response (striking features, insight, originally, etc.)			
What feedback might you provide to this student?			
What would be the next steps for this student?			

## Assessing Student Work – Part 2

### To be completed by protégé and mentor

Protégé: \_\_\_\_\_ Mentor: \_\_\_\_\_

Instructional goal \_\_\_\_\_ Date: \_\_\_\_\_ Class/Grade \_\_\_\_\_

Content Standard \_\_\_\_\_

Describe expectations

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Collect sample assessments in one subject area from all students in your class. *In consultation with your mentor*, sort the papers into three piles (exemplary, satisfactory, unsatisfactory) based on the student's understanding of the standard you have taught and your original expectations. Use these samples to complete the table.

	Unsatisfactory	Satisfactory	Exemplary
Student learning revealed in the response			
Similar misconceptions revealed in the response			
Teacher reflection on the group - other features of the response (striking features, insight, originally, etc.)			
What feedback might you provide to the students in this group?			
Identify the needed interventions/resources/strategies for the students in this group			
Teacher reflection on future instruction			

## Assessing Student Work – Part 3

### To be completed by protégé

**Protégé:** \_\_\_\_\_ **Mentor:** \_\_\_\_\_

**Instructional goal** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Class/Grade** \_\_\_\_\_

**Content Standard** \_\_\_\_\_

**Describe expectations**

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Collect sample assessments in one subject area from all students in your class. Sort the papers into three piles (exemplary, satisfactory, unsatisfactory) based on the student's understanding of the standard you have taught and your original expectations. Use these samples to complete the table.

	Unsatisfactory	Satisfactory	Exemplary
Student learning revealed in the response			
Similar misconceptions revealed in the response			
Teacher reflection on the group - other features of the response (striking features, insight, originally, etc.)			
What feedback might you provide to the students in this group?			
Identify the needed interventions/resources/strategies for the students in this group			
Teacher reflection on future instruction			

**Assessing Student Work – Reflection**  
**To be completed by protégé and mentor**

**Protégé:** \_\_\_\_\_

**Mentor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

Review the four tables you have completed as a part of this activity with your mentor, then think about and discuss with your mentor the following questions.

- To what extent do samples of student work provide information about individual student learning that you do not acquire through any other means?
- How does examining student work help you in your instructional planning?
- What methods do you use to document student progress over time? How might you improve your system?

Respond to this question in writing.

Protégé: How do you plan to continue improving your analysis of student work?

Mentor response: